Woodland Community College
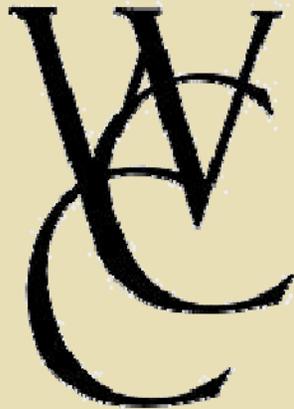
October 22-25, 2012

Accreditation Notes

Please Join Us In Welcoming:
Accreditation Team Members

	Sunita Cooke	President Grossmont College
	James Albanese	Retired VP Administrative Services Mt. San Antonio College
	Bernadette Black	Administrative Assistant to the President Grossmont College
	Phyllis Braxton	Dean of Student Services Los Angeles Pierce College
	Lucy Kluckhorn-Jones	Professor of Biology Santa Monica College
	Kevin O'Rorke	Interim Assoc. VP Student Services; Dean of Students Shasta College
	Shirley Pereira	Professor of Mathematics Grossmont College
	Tanya Renner	Professor of Of Psychology And Assessment Coordinator Kap'Olani Community College
	Christopher Tarman	Research and Planning Analyst Irvine Valley College
	Patrick Tellei	President Palau Community College
	Carol Welsh	Dean, Library and Learning Resources Cypress College
	James Yoshida	Vice Chancellor for Administrative Affairs Hawaii Community College

Itinerary

Monday, October 22

Team Arrival

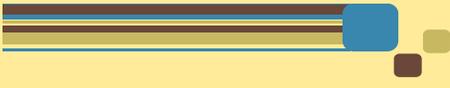District Visit

Tuesday, October 23

8:30 am   Welcome and Introductions

Tour

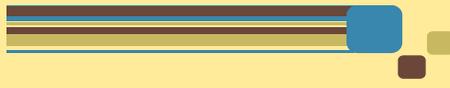Meetings

3:30-4:30 pm   Open Campus Meeting

Wednesday, October 24

Meetings

Class Visits

Interviews

Thursday, October 25

Final Interview Wrap-Up

Final Team Meeting

Exit Discussion With the President

2:15 pm   Exit Meeting With Campus

Introduction

Accreditation is a voluntary system of self regulation developed to evaluate overall educational quality and institutional effectiveness. The Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation process provides assurance to the public that the accredited member colleges meet the

Standards; the education earned at the institutions is of value to the student who earned it; and

Woodland Community College has grown remarkably and made great progress since its initial Accreditation Site Visit in 2008. Highlights of that progress include the completion of a new outreach facility in Colusa County;

renovation of buildings on the existing campus; and the creation of new programs. The College/ District has also remained fiscally sound even during the unprecedented economic turmoil the state of California began

experiencing in 2008.

The college has allowed its mission and goals to drive decisions that led to the progress mentioned above. In addition, the college used strategic planning and assessment data during those years of growth to help guide its progress.

Our Self Study is the result of work by faculty, classified staff, and administrators who actively participated on the Accreditation Standards Teams and Steering Committee.

PLANNING AGENDAS FOR STANDARD I

Institutional Mission and Effectiveness

Standard I.A

WCC will continue to evaluate and monitor program reviews to ensure that all units are using results to meet the mission of the college.

Standard I.A.4

The mission statement will be reviewed on a regular basis as a part of the College's integrated and decision-making process.

Standard I.B.1

Student learning outcome assessment plans from departments and units that have not submitted a plan will be collected, and these outcomes will routinely inform course and program evaluation and improvement.

Institutional SLOs are to be assessed each semester in accordance with the WCC iSLO Plan.

Administrative Unit Outcomes(AUOs) will be 100% developed by 2011-2012, and begin assessing all AUOs in 2012. Results will be incorporated in the ongoing annual Administrative Unit Reviews.

Program SLOs will be assessed during the regular program review cycle. All active courses in the program will be reviewed at least twice during the four-year review cycle.

Standard I.B.2

Woodland Community College will continue to monitor plan timelines to ensure that outcomes are measured, reported, and integrated in the planning process.

Standard I.B.3

Woodland Community College will continue to rely on and incorporate program review recommendations in the planning process to support evidence-based resource allocation.

Standard I.B.4

Woodland Community College will make efforts to increase student and adjunct membership in standing committees as appropriate.

PLANNING AGENDAS FOR STANDARD II

Student Learning Programs and Services

Standard II.A.1a

Woodland Community College will continue its efforts to enhance SLO assessment and use the results for planning and making changes in the curriculum.

Standard II.A.1c

The development and assessment of course-level SLOs will be monitored and adjusted as necessary. The use of assessment results for program and institutional improvement will also be monitored through a system of integrated planning that includes the Academic Senate, the College Council, Curriculum Committee, the

Scheduling Committee and the Budget and Planning Committee. The College will also focus on adjunct understanding and participation in SLO assessment as well as on Administrative SLOs and shared governance.

Standard II.A.3

The Woodland Community College Curriculum Handbook will include a section on General Education as part of its revision.

Develop a plan for the assessment of General Education learning outcomes.

Standard II.A.5

Woodland Community College will develop a system for post-completion student employment tracking in all career and technical education programs.

Standard II.B

Woodland Community College will continue to evaluate and assess its student support processes through program reviews and its integrated planning processes to ensure that student support services address the identified needs of students and enhance a supportive learning environment.

Standard II.B.1

Woodland Community College will continue to emphasize data-based analysis of all its student support services, including counseling and advising services to demonstrate that these services enhance the achievement of the mission of the College.

Standard II.B.3c

In spite of challenging state budget environment, Woodland Community College will continue to seek innovative approaches and leverage resources to enhance counseling and academic advising functions that support student development and success.

Standard II.B.3f

While Woodland Community College has made progress in document imaging of student files since 2009, efforts will be made to electronically file all student documents and develop a backup system for all student records.

Standard II.C.1b

Woodland Community College Media Services will use Program Review and other elements of the planning process to determine future equipment needs in the College.

Standard II.C.1c

The Woodland Community College Library and Tutoring Center will extend services to the Colusa County Outreach Facility to ensure that the needs of the students at that location are met.

PLANNING AGENDAS FOR STANDARD III

Resources

Standard III.A.1b

The institution will adopt processes to ensure

that all classified evaluations are timely and work towards a 100% evaluation compliance of all classified staff within a two year period.

Standard III.A.2

Woodland Community College will respond to the recommendations of hiring priorities when the economic climate improves. Key to this will be the employment of high priorities for positions forwarded from the Faculty Staffing and Administrative Committee.

Standard III.A.4a

Woodland Community College will continue to evaluate its Diversity Plan to ensure that practices, procedures and timelines are implemented.

Standard III.B.2b

Woodland Community College will continue to evaluate and assess the effective use of physical resources, use the results of this evaluation as a basis for improvement and ensure that physical resource planning is integrated with institutional planning.

Standard III.C.1a

Woodland Community College will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

Woodland Community College will ensure that current DE planning processes are tied to financial prioritization emanating from its Educational Master Plan.

Standard III.C.1b

Woodland Community College will finalize a DE training plan and seek resources for its implementation through the institutional planning process.

Standard III.C.1c

Woodland Community College will continue work with the District Technology Committee to evaluate and provide updates to the Technology Plan throughout its implementation.

Standard III.C.1d

Woodland Community College will develop processes to ensure that infrastructure is monitored and replaced as it reaches its end of useful life.

Standard III.C.2

Woodland Community College will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

Standard III.D.1d

Woodland Community College will continue to work with the District for the development and implementation of an equitable Resource Allocation Model and Process.

The Budget and Planning Committee, as well as the President's Management Team will work to enforce requirement for constituent participation in the budget process, including ongoing dialogue on monitoring and assessing the process.

Standard III.D.2g

As part of the planning process, Woodland Community College will develop a system for evaluating its financial management processes and use the results to improve financial management systems.

Standard III.D.3

Woodland Community College will work through its Budget and Planning Committee and the Office of Research, Planning and Student Success to develop a formalized system for evaluating the effectiveness of its budget and include this system in the program review process.

PLANNING AGENDAS FOR STANDARD IV

Leadership and Governance

Standard IV.A.1

Now that a comprehensive committee structure is in place, College Council and the Academic Senate need to evaluate the effectiveness of committees under their purview and look at the possibility of

streamlining the structure if duplication exists.

Efforts must be taken to move toward use of the Portal by all constituencies, and through the Portal, increase access to information from all committees.

Efforts to increase participation by students, classified staff and adjunct faculty members need to intensify.

Standard IV.A.2

Committee chairs and sponsors will be asked to ensure that their committees follow the guidelines in the "Model of Shared Decision Making" in the WCC College Handbook.

A structure similar to the one for faculty staffing will be developed for staff and administrative staffing, allowing for participation in the planning for growth in those areas by all constituent groups.

As the Associated Students of Woodland Community College (ASWCC) becomes a more established entity, filling vacant student seats on various committees will be a high priority. Additionally, conversations regarding making committee participation easier for staff members have started. The Chancellor has expressed an interest in having more student, staff and faculty participation on DC3.

Standard IV.A.2a

Consolidate committees that have similar or overlapping concerns.

Increase information sharing from committees to

all constituencies and from all constituencies to committees.

Work with student groups to strengthen ASWCC and to increase student participation on committees and in the planning process.

Continue discussions between managers and staff to facilitate staff participation on committees and in the planning process.

Standard IV.A.2b

The program review process, critical to evaluating and providing recommendations, needs to be integrated with the other planning processes. The Program Review Validation Committee will begin doing so in 2012.

Refill Dean of Student Services position and hire sufficient clerical staff to support the administration and faculty.

Consolidate committees, where possible, to increase efficiencies, reduce duplicated efforts, and reduce the strain on a small faculty and administration.

Standard IV.A.4

The grant process will be integrated into the planning and budget process with assurance that there is proper input from constituencies, proper resources for administering and assessing any funded programs, and sustainability analysis to continue programs once grant funding expires.

Standard IV.A.5

Administrative Review should be reviewed, improved and put into use.

Standard IV.B.3a

Woodland Community College will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

SELF EVALUATION LEADERSHIP

Dr. Al Konuwa – Accreditation Liaison Officer

Prof. Julie Brown – Faculty Co-Chair

EDITORS

Professor Monica Chahal, One Voice Editor

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Zulema Zermeno, Secretary to the Vice President

PRINTING AND MEDIA SERVICES

Mike Wieber, YCCD Printing Services

RESEARCH AND DATA SUPPORT

Molly Senecal, Director of Research, Planning and Student Success

Standards Chairs

Our Mission

The mission of Woodland Community College is to provide high quality education that fosters student success & lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

Approved by the Board of Trustees on July 13, 2012

Did you know?

You can find our Mission Statement on our

Website, in all WCC publications and framed in all faculty offices.

Our Vision

Woodland Community College is a regional college dedicated to excellence and innovation. At WCC, we strive to strengthen the communities we serve. We commit to the growth and improvement of our academic and career technical programs to meet the needs and expectations of a changing global economy.

We will continue to provide the resources and rigorous academic programs that will empower our students to succeed and positively transform their lives.

We value being an accessible institution of higher education, one that respects the many facets of human identity and promotes collegiality, cultural enrichment, economic development, civic responsibility, and life-long learning.

1. Student Success - matriculation

2. Student Success

   Instruction/Support Services

3. Seamless Education

4. Community Outreach

5. Communication

6. Safety and Implementation

Woodland Community College (WCC), accredited in 2008 as the second community college in the Yuba Community College District and the 110th in the State of California, has provided educational opportunities for students in Yolo and Colusa Counties since 1975. WCC is the only Hispanic Serving Institution (HSI) in the Sacramento region, with 44% of its student population being of Latino descent. In addition to transfer programs, WCC offers Distributive Education (DE), Basic Skills courses, Career Technical Education (CTE) and other life-long learning opportunities. Students have access to an array of support services, financial aid, dedicated staff and a Child Development Center (CDC).

SLO's/Assessment/Program Review

At Woodland Community College, faculty, staff, administrators, and students all share in the student learning outcomes (SLO's) and assessment process. The process for incorporating student learning outcomes into our college culture led to the adoption of the following Institutional Learning Outcomes:

Communication

Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

Computation

Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

Critical Thinking

Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Global Awareness

Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Information Competency

Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Personal and Social Responsibility

Students will interact with others by demonstrating respect for opinions, feelings, and values.

Scientific Awareness

Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Technological Awareness

Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

You can find information about all of the SLO's & Assessment on our

website. Just click on the Institutional Planning and Effectiveness box.

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Accreditation

Accreditation is a proven method for assuring that a higher education institution has the ability to offer a quality

education to the men and women who will lead their communities in the future, and to improve that quality over time.

By establishing high standards and then being externally evaluated against those standards, colleges and universities can

provide a degree or certificate that students and the community can trust.

In achieving and maintaining its accreditation a higher education institution assures the public that the institution meets

standards of quality, that the education earned there is of value to the student who earned it, and that employers,

trade or profession-related licensing agencies and other colleges and universities can accept a student's credential as

legitimate.

Just as important, the process provides a means for an institution to continuously improve educational quality and grow

to meet the changing needs of students and society. Internal evaluation is a critical part of the accreditation process

and through the various phases of an accreditation process colleges and universities are able to build on strengths and

improve weaknesses so that they offer a better education.